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HIGHER EDUCATION SYSTEM-A SURVEY

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ABSTRACT

India is growing day by day and it becomes the home to institutions for higher education. At the time of independence, we have only few colleges and few universities in India. But now in today's era we have thousands of institutions to be available for higher education. India has become the one of the largest education hub in the world. In this paper, we will talk about and categorize the different dimensions such as governance, degree awarded, funding etc. on which we can consider the higher education system. We will also talk about the key challenges in the development of higher education system.

KEYWORDS: Higher Education System in India, challenges, governance, degree awarded.

INTRODUCTION

It is the good exposure to take the studying and living experience in India. India is a country prosperous in educational tradition, having different dutiful humanity. A multinational atmosphere and ease of receiving all cultures and religions, makes India a friendly nation. Students from different nations will love and enjoy when they stay in India. A large number of students come to India from different countries for their higher studies.

They look at the Indian education system with shove and conviction. The Indian education system has conquered a strong position in international circuit. India is today recognized as a world centre for higher education amongst foreign students as the country has an incomparable assortment of educational courses. Their ideas, technical knowledge and entrepreneurship have yielded extraordinary growth in income, employment and wealth. The credit directly goes to the practical educational foundation in India.

The present education system comprises mainly of major education, minor education, superior secondary education and senior education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education.

In the year 1947, India has only few universities and colleges. Figure 1 shows the total number of universities and colleges across India from 1947 to the present day. As can be seen in the figure, the number of higher education institutions grew only diffidently through the 1990 (Kaul, 1974), and grew slightly faster through 2005. Over the subsequent ten years, both the number of colleges and the number of universities nearly tripled.
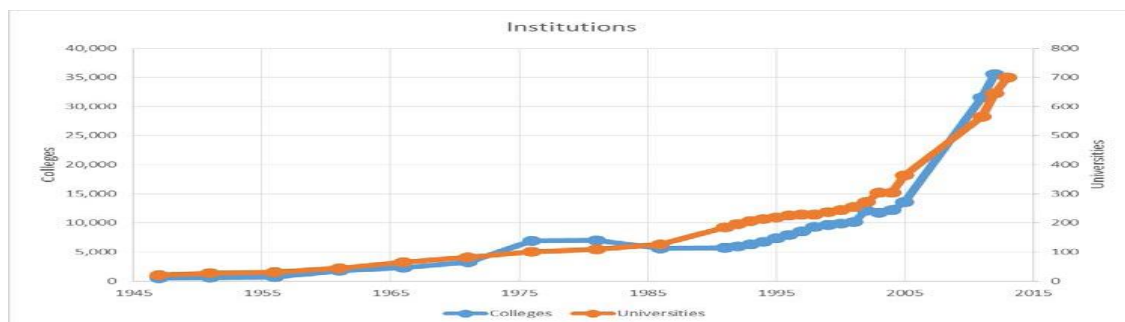

Figure 1: Growth of Institutes

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Figure 2 Shows that the growth of the student's enrollment will also grow in the same manner (according to University Grant Commission). If we compare the time period of the year between 1990-2000 and 2001-2010 than the enrollment of students are enlarging in double rate.
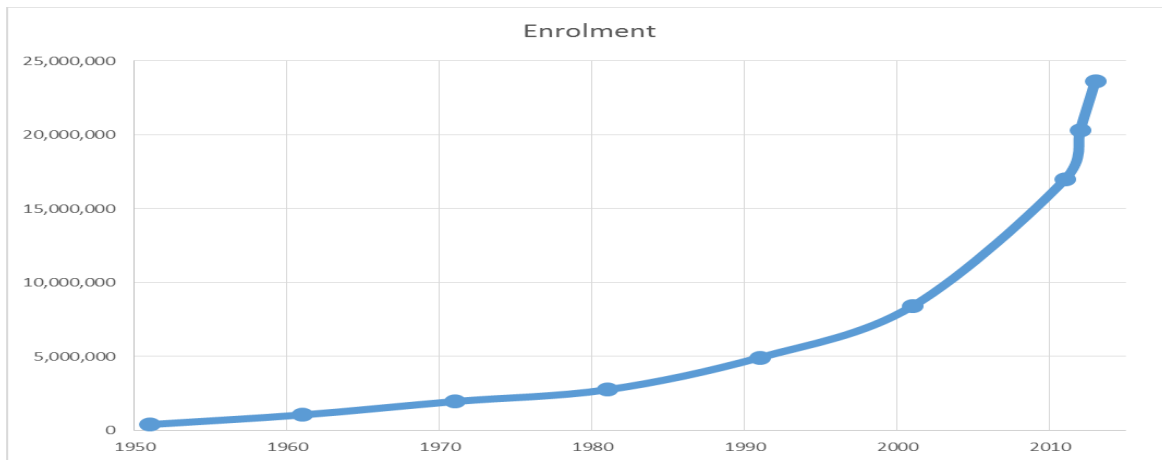

Figure 1: Growth of Students Enrollment

We have planned and collected all these material from the following websites:
Ministry of Human Resource Development
➢ http://www.mhrd.gov.in/higher_education
➢ http://www.mhrd.gov.in/documents/term/82
➢ http://www.mhrd.gov.in/documents/term/237
➢ http://mhrd.gov.in/statistics_data

University Grants Commission
➢ http://www.ugc.ac.in
➢ http://www.ugc.ac.in/page/Other-Publications.aspx
➢ http://www.ugc.ac.in/pdfnews/6805988_HEglance2013.pdf
➢ http://www.ugc.ac.in/pdfnews/Annual_Report_2011-2012_English_Final.pdf
➢ http://www.ugc.ac.in/oldpdf/alluniversity.pdf
➢ http://www.ugc.ac.in/centraluniversity.aspx

All India Council on Technical Education
➢ http://www.aicte-india.org/downloads/Intakeseats.pdf
➢ http://www.aicte-india.org/businessintelligenc.htm
➢ http://www.aicte-india.org/einp.htm
➢ http://www.aicte-india.org/statisticuniversities.htm

DIMENSIONS FOR HIGHER EDUCATION
The text and manuscript examination resulted in five different dimensions across which the higher education system in India could be distinguished. Those dimensions are:

Governance
Governance of higher education system actually derived all institutes comes under three categories private, state and central. We have around 244 central institutes, 31,306 private universities and 17,464 state universities in India. Every private organization is approved by UGC and AICTE societies.
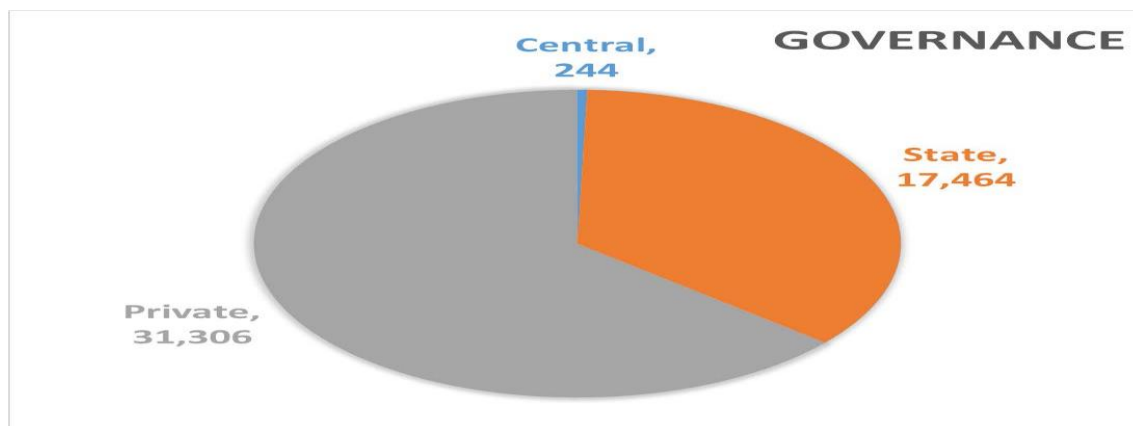
Figure3: Organizations by Governance

Funding
Approximately, 81% of all government funding for all education flows from an education department or ministry, either at the Central or State level. The remaining 9% is funding from other departments (World Bank, 2010). Across India, total educational spending accounts for 3.8% of GDP or 13.5% of total public expenditures (ibid). The suggestion has been made that India should target 6% of GDP for education (Prakash, 2007), but it is not clear that the government shares that ambitious goal. The alternative to considering spending is to consider the individual and societal returns from an investment in education. When differentiating higher education institutions based on funding, the categorization looks very similar to governance approaches: (1) Central, (2) State, and (3) Private. However, funding does not map directly to governance.

Central funding is mostly provided by the University Grants Commission (UGC) which is part of the Department of Higher Education in the Ministry of Human Resource Development (MHRD). However, that is not the only mechanism by which money from the Central Government flows to institutions. Some institutions are funded directly by MHRD or other ministries. The UGC funds 38 Central universities and the Indian Institutes of Technology (IITs) along with 123 universities that are under State jurisdiction. The UGC can provide some funding to private institutions. MHRD and other ministries generally provide funding for institutions managed by the Centre, but they too can provide funding to institutions under other jurisdictions.

The state governments do not provide any significant funding to institutions controlled by the Central Government, but partnership and other arrangements do happen. Generally states either co-fund institutions with Central support, which can range from 10% to 90%, or fully fund institutions on their own. State funding is most often provided for institutions under the jurisdiction of that state. But, over 20% of private institutions receive some government funding. These "aided" private institutions mostly receive money from a state with varying degrees of their expenses being covered by the "aid" but can also receive grants and other funding from the UGC. The roughly 80% of private institutions that are not "aided" have to rely on non-governmental sources of funding. Typically, as not-for-profit organizations, student fees, tuition, and donations must be sufficient to cover expenses and only leave a small residual for contingencies. However, some of the private institutions are associated with corporations who underwrite the higher education institution for philanthropic reasons, tax purposes, and to generate a sufficiently trained and locally available workforce. Many private institutions are also supported by religious or cultural organizations which are then responsible for raising funds sufficient to keep the institution operating.

Degree awarded
Institutions can be differentiated by the type of degree that that are able to award – diploma or degree. Institutions that offer diplomas can offer standard diplomas and/or post-graduate diplomas. Some institutions specialize on one or the other, and some offer both. Those that offer only diplomas are categorized as 'Stand Alone' institutions and are counted together (Planning Commission, 2012). Only universities can award degrees. This includes graduate, post-graduate (masters), and research (doctoral) degrees. However, an institution can be separate from a university, and its students can still earn a degree. These are the colleges. Colleges can either by a constituent college which is directly maintained by a university, or a college can be affiliated with a university. In either case, the college must have an official relationship with a university, and the degree awarded is conferred on the student by that university. Some

colleges can be given autonomous status which allows them to confer degrees under their own name but still over the seal of an affiliated university. Figure 4 shows the breakdown of higher education institutions across India by ability to award diplomas or degrees. Although only comprising 1.5% of the total, the degree-awarding universities are actually responsible for nearly three-quarters of all institutions across India.
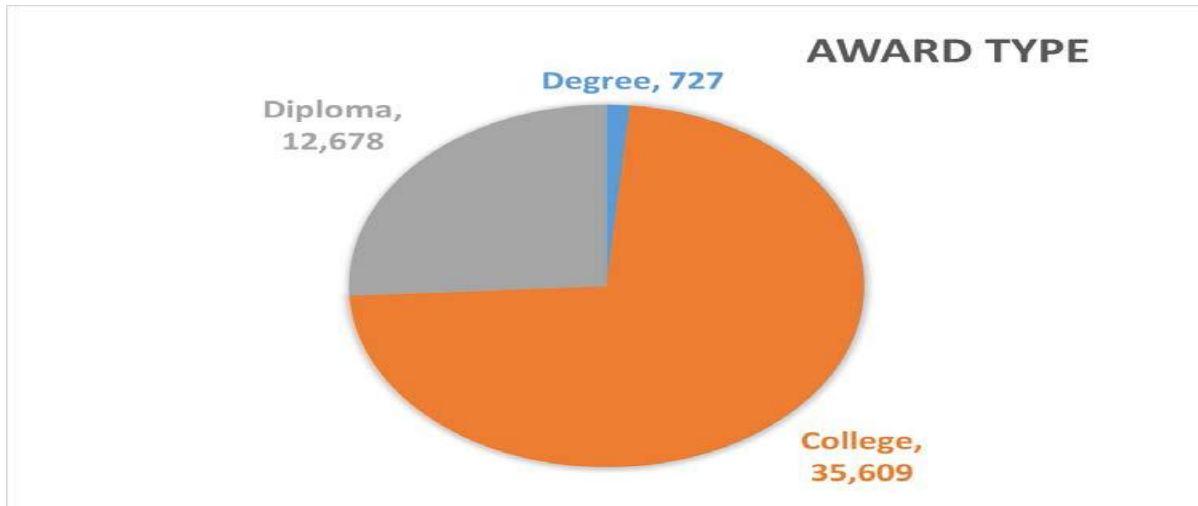

Figure4: Award Type

Specializations

The higher education system can be differentiated programmatically in two ways. The first is to consider the level of specialization within an institution. The IITs are an excellent example of collections of institutions, specified to be of 'national importance' that have a very specific focus. Similarly, institutions can focus on specific research, for example medicine, management, or any number of other disciplines (Jayaram, 2002; Jayaram, 2004; Dutta and Das, 2001). Typically, the centrally controlled universities that are not created as a Central University have a specific focus in a discipline or educational level (Sharma, 2013). A college, university, or stand alone institution can have a specific workforce development goal focused on a specific set of skills or occupational training at the higher education level (Tilak, 2002; Carnoy, 2006). Often, a corporation will establish a separate private educational institution in order to provide an education for people so that it can after graduation hire them as employees (Makkar, et al., 2008; Rao, 1966).
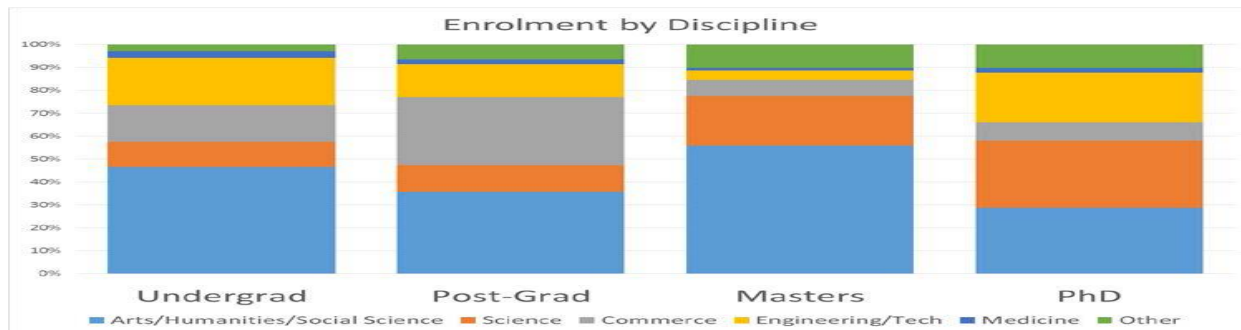

Figure5: Enrollment in Degree and Discipline

Languages

India's universities and colleges were originally created by the British to meet their needs in managing and governing India and English is one of the two languages of the Central Government (the other is Hindi). Although Hindi is the only constitutionally recognized language, English has long been established as the language of instruction for higher education. However, as India is also home to twenty other "official" languages as designated by the States and in excess of 1,500 other recognized languages, language issues are numerous and powerful. And, although the benefits of students knowing English are many in a globalized and globalizing economy, those have to be weighed against the

difficulties created for students whose previous education and experience was in a different language (Jayaram, 1993; Rao, 1966). In fact, student protests in the 1960s forced the Central Government to revise its educational language policies to make them more inclusive (Altbach, 1968). Despite, or maybe directly because of, these issues, little information about the language of instruction for higher education is available. For the most part, universities and higher degrees tend to be almost exclusively in English. The colleges are also mostly in English but are more likely to offer instruction in another (local) language. Stand alone institutions at the diploma level will also be in English but are even more likely to be offered in a different language while post-graduate diplomas will most likely be in English. I was able to find one study of programs across 108 universities that was completed in 2004 that looked at both language of instruction and language of examination (Gargesh, 2006). As there was only one small difference between the two, the results presented show language of examination.
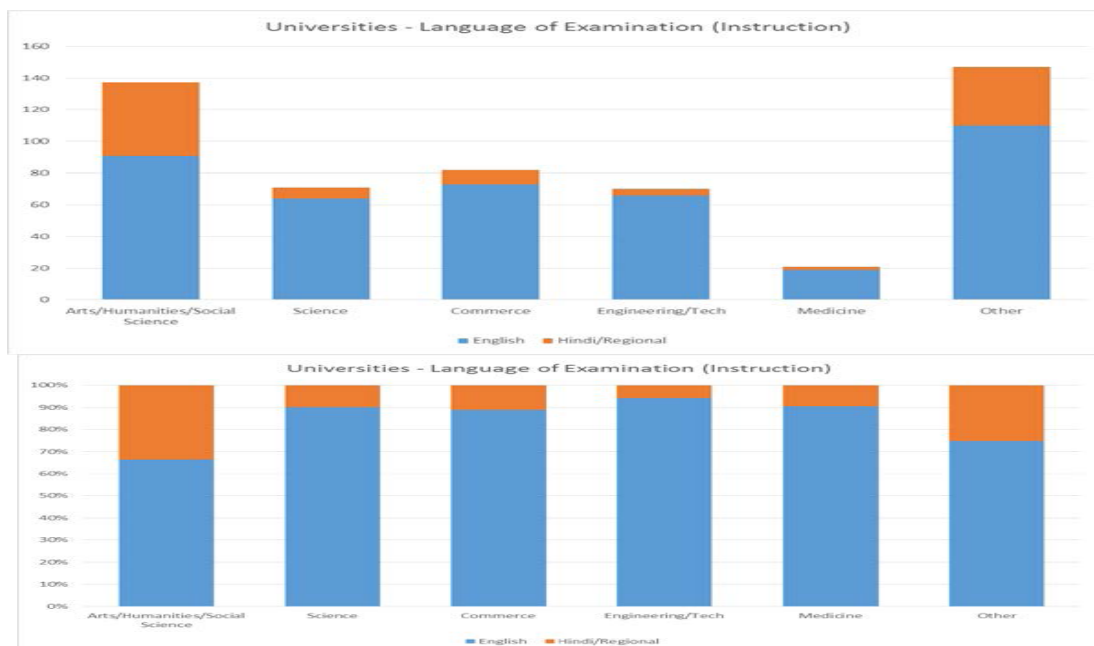

Figure6: Language as examination

CONCLUSION

India is one of the largest, vibrant and oldest democracies being the second largest country by population. As the world looks east for global leadership in economic growth, India has to consistently pay attention to her higher education as a source of growth in current times of knowledge driven growth. Within these challenges, underlie the promising opportunities for India to outshine on the global map. Indian higher education has various complexities in context of regulations, access, financing, equity, efficiency, quality, internationalization, etc. Regulations remain entwined resulting in lack of clarity for the ones who are supposed to implement the same. As a result, regulations associated confusions cause apprehensions in terms perceiving the regulation to suit the individual requirements the best. Judicial interventions add fuel to the fire with at times judgments going against the very objectives set for higher education. While the aggressiveness to achieve higher rates of gross enrolment ratios still remains unfulfilled, it would be very challenging to create sufficient opportunities to assure access to every eligible candidate in the relevant age cohort. This might continue to smooth the process of increased role to be played by the private higher education sector vis-à-vis public sector struggling to meet ends on other prioritized avenues of public expenditure. Equitable access may still be a misnomer for policy framers as there are complex challenges in assuring the same.

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